DOCUMENT RESUME

ED 190 660 TM 800 457

TITLE	Professional Development Priorities Process (Needs Assessment). Leader's Handbook.
INSTITUTION	Southeast Idaho Teacher Center Consortium, Twin Falls.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	79
NOTE	50p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Elementary Secondary Education: *Inservice Teacher Education: *Needs Assessment: *Professional Development: *Program Development: Resource Materials
IDENTIFIERS	Professional Development Priorities Process

ABSTRACT

Step-by-step instructions are provided for implementing the Professional Development Priorities Process (PDPP), an educational needs assessment process, by a school faculty member with groups of eight peers or more. The essence of PDPP, which was designed at the Southeast Idaho Teacher Center Consortium, is a dynamic group process in which needs are elicited and recorded, priorities are determined, and modes of inservice delivery are articulated--all within one 75-minute session. The return from the PDPP is 100%, and its high reliability is related to the sharing, discussing, and clear defining of needs. Specific topics covered include planning for logistical items, arranging the physical setting, registration procedures for a single school faculty or for multiple school faculties assessed at one school plant, introducing the process, beginning the process by doing a professional development priorities assessment, rating the needs in terms of immediate or long-term priorities, choosing among delivery options, eliminating unnecessary duplication, assessing resources and processing the data. A materials list, examples of all the visuals and forms used in the process, and ideas for modifying the process to assess needs other than those of professional development are included. (RI)

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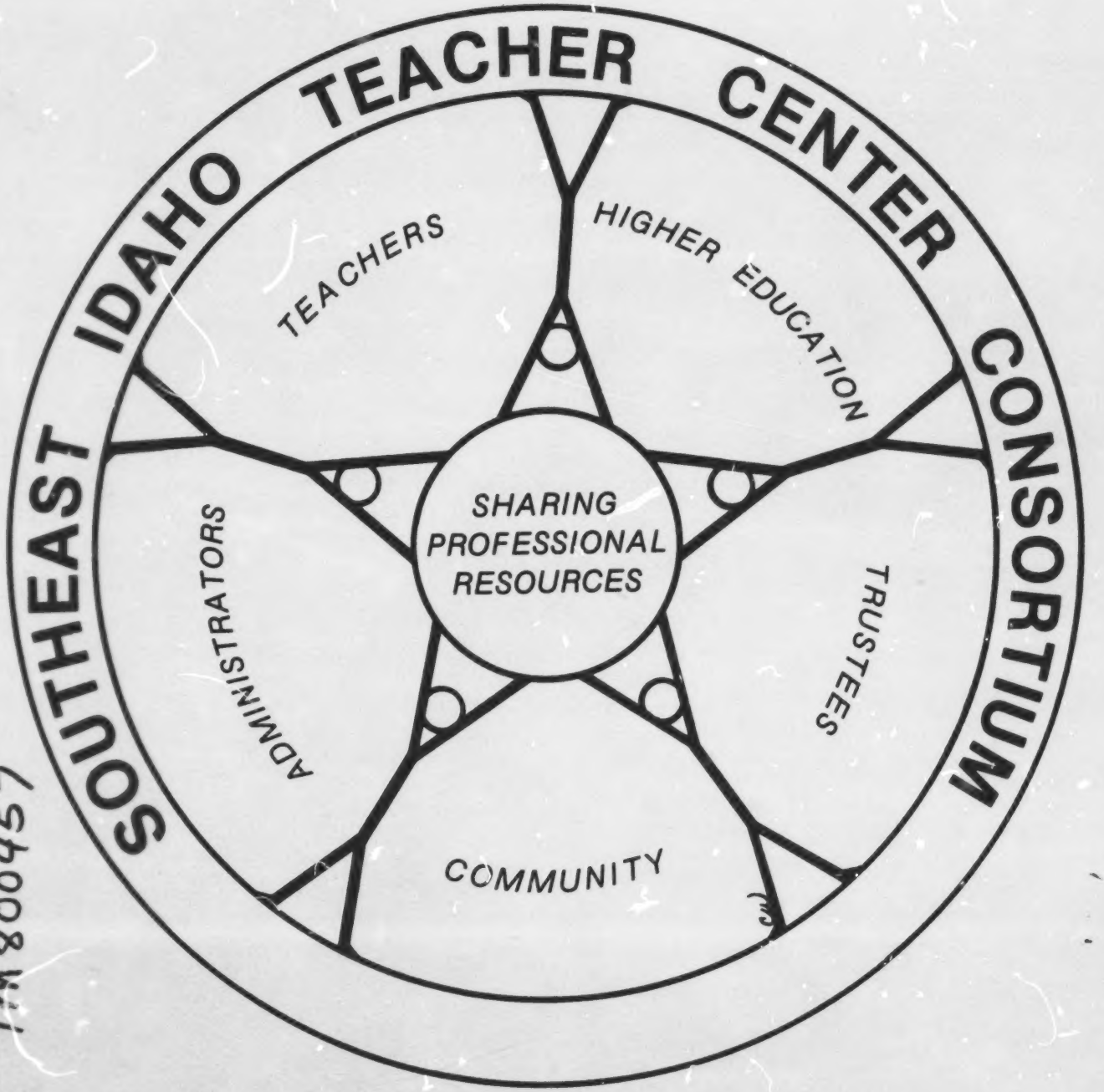

TM800457

PROFESSIONAL DEVELOPMENT PRIORITIES PROCESS

(Needs Assessment)

LEADER'S HANDBOOK

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JUN 9 1980

PREFACE

The Professional Development Priorities Process (PDPP) is based upon three years research and several more years of practice in educational needs assessment.[1] It is a mosaic of the best of the extant models pieced together into a new form -- astoundingly simple, yet uncommonly precise -- one that yields usable and reliable data in 75 minutes.

The PDPP works best for groups of eight or more. Its essence is a dynamic group process in which needs are elicited and recorded, priorities are determined, and modes of inservice delivery are articulated -- all within one 1¼ hour session.

Contrary to paper and pencil surveys, the return from the PDPP is 100%, and the reliability is high. This reliability is a consequence, in part, of the group work in which needs are shared, discussed, and clearly defined.

The PDPP was designed to elicit professional development needs, but the process can easily be modified to assess needs of all kinds in contexts ranging from entire communities to a single classroom.

We sincerely hope you will find a way to make the PDPP work for you.

Bedford D. Boston

HOW TO USE THIS HANDBOOK

This handbook is a step-by-step process that has worked for the Southeast Idaho Teacher Center Consortium. It is not, however, meant to be followed religiously. Some of the steps or the sequence of steps may be inappropriate in the reader's context. Wherever we can, we try to alert you to opportunities for local modification through the use of commentary boxes: |_____| . We also use these boxes to explain some steps in more detail.

All the visuals and forms that are used in the actual process as well as in the training are included in the back of the handbook. A materials list precedes them.

Suggested processes for using the PDPP for an entire school district follow the materials section.

Finally, this process has been designed for implementation by a school faculty member with her peers. We have found that there are several benefits in training local people to conduct the assessment rather than doing it ourselves:

1. resistance and resentment to "outsiders" is eliminated as a constraining variable;
2. probability of real needs being articulated rather than masked are better when the PDPP is being led by a faculty member that has already built trust and empathy with her colleagues;
3. the local leader often is inspired by the success of the PDPP activity to become an even greater instructional leader in the school; and
4. the local teacher leader usually becomes a trusted liaison between her faculty and the Teacher Center long after the PDPP has been conducted.

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INSTRUCTIONS FOR CONDUCTING

THE

PROFESSIONAL DEVELOPMENT PRIORITIES PROCESS

(For groups of 8 or more)

I. Planning.

Review the Conference Checklist (Form 18) for logistical items such as coffee, handouts, etc. Have all materials ready and in place ½ hour before the assessment begins.

II. Physical Setting.

The space should accommodate comfortably the seating of groups of four or five. Cafeterias and gymnasiums are particularly good for this. Auditoriums and classrooms with fixed seats are least desirable.

III. Registration.

> An essential element of our Teacher Center operation is the promise that each individual expression of need will be acknowledged and honored. Therefore, the following registration process is essential to our keeping our promise.
>
> Should you wish to attend only to group needs, the registration process may be eliminated.

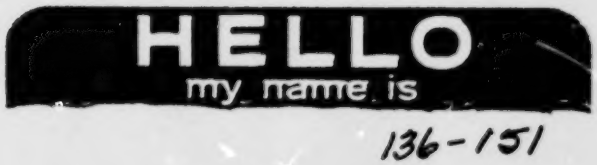
A. Registration for a single school faculty.

1. Set up a registration table at the entrance to the room.

2. At the table have sufficient registration sheets (Form 19) to

accommodate the entire faculty. Twenty-five names can be placed on one sheet. The registration sheets should be pre-numbered in accordance with the instructions on the back of Form 19.

3. Also, at the registration table, have a supply of pre-numbered name tags. The tags should be numbered exactly as the Form 19 is numbered.



Sample Name Tag

4. As the faculty comes to the registration table, have each one sign the registration sheet. As they do so, hand them the name tag that corresponds to the number by their name on the Form 19.

5. Direct the participants to sit anywhere they like.

B. For <u>multiple school faculties assessed at one school plant</u>.

1. Set up and clearly mark a registration table for each school. Ensure that there is someone at each table that can prevent faculty members from other schools registering at that table by directing them to their own school's registration table.

2. Follow steps 2 - 4 in A, above.

3. Direct faculty to sit together in a pre-determined and clearly marked area of the room.

IV. Introduction to the Process.

A. Remind staff their purpose is to identify their professional development priorities so the Teacher Center (or other delivery agency) can begin to work toward meeting as many of these needs as possible.

B. Check to make certain that all teachers are registered and have been given a name tag numbered with the number corresponding to their number on the registration sheet (Form 19). Explain that many of the professional development activities they want can be delivered to them as individuals as well as members of a group. The Teacher Center wants to be able to communicate directly with all teachers, and the registration and I.D. process helps us do that.

If only group needs are being assessed, eliminate step IV., B.

C. Brief participants on the process/agenda for the day:

1. Professional development priorities assessment (WHITE CARDS)

a. Individual work

b. Small group elimination of duplicates. Group leaders keep cards.

2. Break (10 min) -- Refreshments provided by some local volunteer.

3. Group leaders eliminate white card duplicates from among all groups. Others are free to leave or stay and observe.

4. Tabulation of results -- results will be posted later in the building and available to individuals upon request. The Teacher Center (or other delivery agency) will begin to work on the input from this meeting as soon as it is received from the liaison teacher leading the PDPP process.

D. Solicit questions and/or concerns from participants.

V. Begin the process.

A. Professional development priorities assessment (WHITE CARDS). Say something to the participants such as: "I'd like you all to do some quiet reflecting for a few minutes, and if you don't mind, I'd like to lead you through the reflecting.

First, get comfortable. Move your chairs and bodies so you are not crowded. Let's have a little breathing space."

The purpose of the relaxation activity is to slow down logical thinking and promote conditions conducive to intuitive, creative thinking. Relaxation helps to center the whole person, bringing all human elements into harmony and peace -- a condition that fosters creative, intuitive thought. We strive for intuitive thought in this process because it is usually a more accurate representation of reality than is logical thought.

WHEN EVERYONE SEEMS SETTLED:

Say, "Now close your eyes and take a few deep breaths, and just relax. Clear your minds of as much as you can. Just sort of stare into the darkness behind your eyes -- and relax."

PAUSE 15 SECONDS

Say, "Picture your classroom and the students that fill up that space this year. Try to survey their faces, one at a time. Try to picture their individual learning needs."

PAUSE 60 SECONDS

Say, "Now picture your activity in your classroom. Think about some of the great successes you have had with one or more of your students this year...you know, those special times when your heart just glows from watching your students' success. If you haven't had any of those experiences yet this year, think of some from the past. The idea is to remind you that you are already a successful teacher."

PAUSE 60 SECONDS

Say, "Have fun? Good! Now try to relive some of your most frustrating teaching moments this year...those times when you have said to yourself something like, 'If I only knew more about..., I could do so much more for this/these student(s),' or 'If only someone could come and show me how to do..., I could do so much more for this/these student(s).'"

PAUSE 60 SECONDS

SHOW VISUAL ONE: "SKILLS, ATTITUDES, KNOWLEDGE"

Say, "Specific categories of knowledge, skills, and attitudes are all around you on these walls." (See materials list #9) "Do any of these correspond to your professional development needs? Perhaps there are other needs not shown here today. Whatever your professional development needs are, we would like you to write them -- one item per card -- on the white 3" x 5" cards provided you. These are your professional development priorities.

"You have about five minutes for this activity."

The purpose of the visual stimuli is to help the participants to quickly relate word symbols to the images they just created in their minds.

AFTER FOUR MINUTES, GIVE A ONE MINUTE WARNING

AFTER 5 MINUTES :

Say, "Please place the identification number that is on your name tag in the upper right hand corner of each of your need cards."

This is not necessary if you are only gathering group data.

B. Rating the Needs.

The rating may be done in several ways. A key variable is the purpose for which the data are being gathered. If the needs are being assessed for immediate attention by the inservice delivery agency, the rating format is different than the format used for dealing with long-range needs.

There is little reason, for example, to ask respondents to articulate needs, if the delivery agency doesn't intend to allocate sufficient time to address those needs.

Accordingly, we present, here, two optional rating formats: one for needs that will be attended to immediately, and the other for needs that will be attended to both immediately and over a period of from three to five years.

1. Long-term (3-5 years) needs rating process.

SHOW VISUAL 2: "RATING SCALE"

Say, "Now, please look at the rating scale on the overhead and score each card according to how you feel about it. Do this by placing the rating score you wish in the lower left hand corner of the card.

"You have about five minutes for this activity."

2. Immediate needs rating.

Say, "Please sort through your cards to find the ONE need you would want satisfied if there were ONLY ONE need that the delivery agency could satisfy for you this year. When you find that card, mark it with the number 3 in the lower left hand corner, and put it aside somewhere near your chair."

GIVE 30 SECONDS TO THIS

Say, "When you have finished with your sorting, sort through the cards again. This time, find the ONE need from the remaining cards that you would want satisfied if there were only one need that could be satisfied this year. Mark that card with the number 2, and set it aside with the first one."

GIVE 30 SECONDS AGAIN

Say, "When you have found and marked your second card, make one more sort as before, and mark your third need with the number 1. Set it aside with the other two cards.

We will, from now on, deal only with these three high priority need cards. You may keep your other cards or leave them under your chair. We won't be using them again."

C. Delivery options.

The purpose of offering delivery options at this time is to be able to gather as much delivery information as possible so as much program design can be completed as possible before going back to the participants for further input. The Teacher Center offers 15 delivery options. Each delivery agency can offer as many options as they can deliver. If only one delivery option is to be offered, e.g., workshops, this process may be eliminated.

WHEN RATING IS COMPLETED:

Say, "There should be a sheet at each of your places entitled, 'Inservice Delivery Options.' Would you please find it? It's Form #20. We would like you to now consider how you would want each of your need cards dealt with by the delivery agency. That is, would you like to learn through the mechanism of a workshop, a college course, a demonstration lesson in your classroom, or what? You indicate your preference on the back of each card.

"If you will take a look at this next transparency (Visual 3) you should be able to see how to indicate your delivery preference."

SHOW VISUAL THREE: INSERVICE DELIVERY OPTIONS

Say, "On the back of this card, the participant has indicated a preference for a workshop (1) that includes a demonstration lesson (9), and she wants this activity to happen during the school day (E). She has indicated this by writing the appropriate numbers and letters side-by-side. Noting delivery modes side-by-side means you want them at the same time.

"Also note that the participant placed a '2E' underneath the '1E, 9E.' This means that, if she can't have the workshop with the demonstration lesson during school time, she will take a visit (2) to another program during the school day (E) as her second choice.

"Now, mark each of your cards according to your preference. If there is some delivery mode not listed among the options that you prefer, please write it in longhand.

"You have about 10 minutes for this activity."

GIVE A ONE MINUTE WARNING BEFORE THE TEN MINUTES IS UP

WHEN DELIVERY MODES HAVE BEEN NOTED:

D. Elimination of Duplicates -- First Round.

This process eliminates unnecessary duplication and achieves priority ranking of all needs. It is vital that the process leader assure and re-assure the participants that no individual's expressed need will be lost. Wherever there is any doubt that one person's need statement is different from others that are similar, that need statement will be kept separate as a unique statement.

Say, "Now I'm going to ask you to get into groups of 4 or 5 (or some appropriate number that will divide the total group into at least two groups). Take your white cards with you."

ALLOW TWO MINUTES FOR THIS, AND FACILITATE THE PROCESS

Say, "Thank, you. Now would you please take the next 30 seconds to elect a group leader? The job of the group leader will be to facilitate the process and to tabulate the data. It's really a very simple process and doesn't require note-taking or discussion-reporting."

AFTER 30 SECONDS :

Say, "Thank you. Group leader instructions are now being delivered to each group. (Distribute Form 21 and a handful of rubber bands) While they are being delivered, I will go over these instructions with you. If you have any questions now, or during the activity, please just raise your hand."

READ GROUP LEADER INSTRUCTIONS

Group Leader Instructions

The purpose of this activity is to eliminate duplicate needs statements without eliminating any individual's unique need so the result of the process is a rank-ordered list of discrete professional development needs for the group. Here's what to do:
(continued on next page)

1. Read aloud one of your cards -- just the item -- not the rating.

2. Ask the members of your group if anyone has a need statement exactly like yours.

a. If there is some question whether or not another's card is exactly like yours, a discussion should take place, and the final say lies with the other person who is comparing her card with yours. It may be that you both wish to rewrite your need statement to more clearly articulate what you both have in mind; that is perfectly okay.

b. It is also perfectly allright for group members to write new cards for themselves when they are stimulated to do so by the group discussion.

3. Collect any cards that are exactly like yours, and bind them together with one of the rubber bands. Then, place the pack to one side. If there are no duplicates, place your card to one side.

4. Read another one of your cards, and follow the same process until you run out of cards.

5. Ask the person to your right or left to read his/her cards as you have done. Continue the process until he/she runs out of cards. All cards and packs of cards should be given to you.

6. When the second person runs out of cards, continue the process around the group until everyone is out of cards.

ALLOW 30 MINUTES FOR THIS ACTIVITY

WARN THE GROUPS WHEN THERE ARE FIVE MINUTES LEFT

WARN THE GROUPS AGAIN WHEN THERE IS ONE MINUTE LEFT

E. Break.

Be helpful and courteous to all. Don't forget to thank all the participants for their hard work. Explain that the break is only 15 minutes, and that after the break, they are to return to their groups. Group leaders should leave their cards on a chair in the group.

F. Elimination of Duplicates -- Final Round.

At this point, each small group has a stack of cards, many of which are bundled together with rubber bands; many are single cards.

The task, now, is to combine all the cards so the result is a list of needs for the entire school.

CAUTION: Where more than one school is present at the assessment, care must be taken to ensure one school's results aren't mixed in with another's.

AFTER THE BREAK :

1. Tabulation.

Say, "Your next step is to tabulate the results of your combining cards. Instructions for doing this and tabulation sheets are now being distributed to your groups."

DISTRIBUTE FORMS 22 AND 23

Say, "The instructions are fairly simple. If you have any questions, just ask. If you need additional tabulation sheets, just ask."

WANDER AMONG THE GROUPS AND FACILITATE THE TABULATION

WHEN GROUPS ARE FINISHED TABULATING :

2. Final Elimination of Duplicates.

At this point, each group has its cards and its tabulation sheet on which all cards are recorded. This next step is to have the group leaders meet as a small group and eliminate duplicates, again, by using the tabulation sheets instead of the cards. The result will be the school's ranked list of inservice needs.

When this activity is over, the assessment is over, but you may wish to implement step VI: The Resource Assessment. Time and participant fatigue will dictate.

a. Instruct group leaders to leave their cards at their chairs and to take their tabulation sheets with them to a group leaders' group in the middle of the room.

If you do not plan to do the resource assessment in this session, implement step a., (1) below.

If you do plan to do the resource assessment, implement step a.,(2) below.

---

(1) Tell the rest of the participants that they are free to go home or to stay and observe the final process. Thank them for their participation, and assure them that the results will be available to them through you as soon as the final report is written.

(2) Ask the other participants to remain in their seats so the resource assessment can be done. Explain that resource assessment instructions will be distributed to the groups as well as yellow 3" x 5" cards. Tell them to begin resource assessment when ready.

DISTRIBUTE FORM 47 RESOURCE ASSESSMENT INSTRUCTIONS AND YELLOW CARDS

SHOW VISUAL 4: RESOURCE CARD

Resource assessment and final elimination of duplicates will now be going on simultaneously. Monitoring both processes is relatively simple, but at least one additional monitor other than the process leader should be present.

---

b. Arrange chairs in the middle of the room to form the group leaders' group.

c. Instruct the leaders to select a leader from among themselves and to follow the same elimination of duplicates process as before except that they will read from their tabulation sheets instead of from cards. Tell them to record the data on new tabulation sheets that will be given them as follows:

(1) The leader writes the first need from his/her group's tabulation sheet and asks the others if there are any duplicates.

(2) If there are duplicates, the scores from each tabulation sheet are added together and the new total placed in the score column on the new tabulation sheet. If there are no duplicates, the score from the leader's tabulation sheet is transferred to the new tabulation sheet.

(3) The leader continues the process until all needs are transferred from his tabulation sheet onto the new tabulation sheet.

(4) The process continues around the group until all duplicates have been eliminated as before.

WHEN THE ELIMINATION OF DUPLICATES IS COMPLETE:

d. Collect the final (new) tabulation sheets from the group leaders' group, and advise them according to whether or not you have also conducted the resource assessment:

(1) If you <u>have</u> conducted the resource assessment, advise the group leaders that they may also do the resource assessment process, if they wish. (Distribute the instructions and yellow cards, if they so desire).

(2) If you <u>have not</u> conducted the resource assessment, thank the leaders and whoever else might still be present again, and ask the leaders to wrap their individual group's need cards in their group's tabulation sheet with rubber bands and give them to you.

e. Collect all yellow resource cards.

f. Thank everyone again, and dismiss the groups.

VI. Resource Assessment.

Often the resources for our inservice needs are as close at hand as our own school building, our district or our community.

By conducting a resource assessment, it is possible to identify many of the resources we need with very little expenditure of energy.

IMPLEMENT STEP A., (2) ON PAGE 12

COLLECT ALL YELLOW RESOURCE CARDS AND DISMISS THE GROUPS AS ABOVE

VII. Collating the Data for District-Wide Needs.

Although real change occurs most readily at the school building rather than the district level, there are times when district-wide data are needed. Where this is the case, the following process has been found to be successful.

A. The superintendent or other appropriate central office administrator should call a meeting of all the building liaison teachers who conducted the PDPP in their schools. Each liaison should be asked to bring a copy of their school results as found on the final tabulation sheets for each school.

B. At the meeting, it should be explained that the group is to act as a task force to determine priority professional development needs for the entire district.

The group should be told that they will use the same process of eliminating duplicates as was used in their building assessments:

1. A leader is chosen, and he/she reads the first need on his/her school's final tabulation sheet. The other liaison teachers check to see if they have duplicates.

2. The need statement is written on a district tabulation sheet, and the total rating score of the original and all duplicates is recorded beside the statement on the district tabulation sheet.

EXAMPLE

NEED: Teaching composition	RATING
Jefferson School	41
Dunbar School	116
Roosevelt School	28
TOTAL	185

3. This elimination of duplicates process continues until all school liaison teachers have exhausted their lists.

VIII. Disposition of the White Needs Assessment Cards

It is usually the delivery agency such as the Teacher Center that processes the needs cards. It is also possible for others such as the building liaison or a local task force to assume this responsibility. The following instructions take these options into account.

A. Introduction.

After a PDPP has been conducted and priority needs are identified, the staff and administration of the school usually requests specific inservice activities that address the priority needs. When this request is made, the delivery agency can go directly to the white cards and begin to design the activity, as follows.

B. The Process.

1. As soon as practicable after the PDPP, all white needs cards should be filed in alphabetical order by need statement. All cards bound by rubber bands should remain bound.

2. When a specific need is to be addressed, the need cards with the same need statement are pulled from the file, the rubber band removed and the data recorded on the PDPP Recapitulation (Form 30) as follows:

a. Complete the heading for the Form 30.

b. Take the first card and:

(1). Write the I.D. # in the column provided.

(2). Turn the card over and record the delivery modes preferred by the client.

c. Repeat step b. for each card.

3. Analyze the data for program design.

Note: For example, sample Form 30 below yields the following program planning information:

a. There are 20 potential registrants for an inservice activity on classroom management.

b. 9 of the 20 want a workshop.

c. 4 want an on-site college course.

d. 11 of the 20 want the activity during the school day.

e. the activity that the delivery agency will probably propose to the clientele is:

- a workshop
- held during the school day
- with college credit available for those interested
- involving: one or more demonstration lessons, opportunity to visit one or more model programs, classroom observations, and video taping and analysis

IX. Disposition of the Yellow Resource Cards.

PDPP RECAPITULATION

School Albion Elem.

Inservice category or title: Classroom Management

CLIENT I.D. #	DELIVERY CATEGORIES	Professional group conference	Demonstration lessons	Visits to other programs	Video taping and analysis	Exchange of roles	Teacher exchange program	Statewide conference	Classroom observations	Extended faculty meetings	Organized field trips	On-campus college course	On-site college course	Informal discussions	self-study program	Workshop	Weekday afternoons after school	Weekday evenings	Saturdays	Summer	During school day
17			X						X							X					X
36				X					X							X					X
11				X												X					X
4					X																
12			X													X					X
9													X								
8									X				X								
21																X					X
19				X												X					X
3					X																X
18					X																X
33																X					X
29				X									X								
1																					
6																					
7			X													X					X
31									X												
30													X								
5																Y					X
25			X																		

SAMPLE FORM 30

SITCC Form 30 3/27/80

Human resource banks are notoriously difficult to build and to maintain. Humans move and change too fast. Yet, these resource banks can be invaluable assets if kept simple; and they can be most cost-effective when the resources are volunteers.

A. Introduction.

When building a resource bank of volunteers who may help with inservice needs, the trick is to keep it simple. First, names of volunteer resource persons must be solicited, not in general, but specifically -- specific to the identified inservice needs. When assessing resources, in general, many resource person's names sit in the file and are never called upon because of a lack of need. The time and effort it takes to process resources that are never used is a total loss. Second, the only data that need be recorded is the person's name, how to reach him/her, and a sentence or two describing what he/she can share with the inservice program. All other data is of secondary importance but may be noted on the resource card if desired. If one of the resources is to be used, usually a telephone call is made, or letter is sent to the resource person, and up-to-date information details are gathered. Often several pieces of information about the resource person or his/her expertise have changed since his/her name was added to the resource bank. Keep it simple!

B. The Process.

1. File the cards alphabetically by subject area or title.

2. If a computer or card sort system is available, cross reference the cards by resource persons' last names. In this way resources can be retrieved by name or by subject. If no such system is available, it is best to do step one, above, only.

3. Make no attempt to up-date the resource cards. This will happen automatically when a resource person is requested from the resource bank.

4. Conduct a resource assessment at least every other time a needs assessment is conducted.

END

MATERIALS LIST

SAMPLE FORMS and VISUALS

PROFESSIONAL DEVELOPMENT PRIORITY PROCESS MATERIALS

1. Conference checklist (Form 18)
2. Registration sheet (Form 19)--------
3. Numbered name tags
4. Several markers or crayons---------

} at entrance to the room

<u>one person should monitor registration</u>

5. White 3 x 5 cards (10/person) ----→ placed on each seat
6. Watch or clock with a sweep second hand
7. <u>Visual 1</u>: transparency and/or newsprint
8. Overhead projector, replacement bulb, and extension chord

Skills Attitudes Knowledges <u>Visual 1</u>

9. 40 professional development ideas on 6" x 36" cards placed randomly around walls w/masking tape on back. A second option is to use newsprint.
10. Masking tape roll
11. <u>Visual 2</u>: Transparency and/or newsprint

Rating Scale

High Value — Low Value

5----------4----------3----------2----------1

I would give up several Saturdays in a row with my family and/or friends to learn about...

Degrees of value between 1 and 5

I would commit myself to learning this only if it were on school time -- not my time

<u>Visual 2</u>

12. Inservice Delivery Options Sheet (Form 20) one/participant ----→ Placed on each chair with index cards

1 E, 9e 2 E   Visual 3

13. Group Leader Instructions (Form 21) (1/group of 4-6)----→ to be distributed to group leaders just before fill in appropriate section

14. Rubber Bands (1 box)----→to be given to group leaders by the handful when distributing the Group Leader Instructions
15. Yellow 3 x 5 cards (5/participant)----→to be placed on each seat with the other materials
16. Pencils (1 doz. sharpened)----→to be available to anyone upon request
17. Priorities (white cards) Tabulation List (Form 22)
18. Instructions for Tabulating Priorities (Form 23)
19. Refreshments for the break donated by some group or benefactor
20. Sufficient chairs for all participants
21. Visual 4: transparency of resource card

36-151 Elizabeth Ostler Jefferson Elementary Great for math learning centers Visual 4

22. Instructions for the Resource Assessment (Form 47)
23. PDPP Recapitulation (Form 30)

CONFERENCE CHECKLIST

I. CONVENIENCE

Is it centrally located for all participants?
Is it easily accessible for all participants?
Are there any safety factors to be considered?
Are there adequate parking facilities?
Are there adequate space requirements?
Has there been delivery and storage of all meeting materials?
Is there an audio-visual presentation of the major themes and agenda items?
Are baby sitting services available?

II. COMFORTABLE SETTING

Has a neutral psychological zone been established?
Does the seating arrangement maximize the achievement of your communication goal?
Is there adequate temperature control?
Have considerations been made for smokers and non-smokers?
Are refreshments available?
Are there adequate considerations for controlling the noise level?
Is the meeting place aesthetically pleasing?

III. TIME FACTORS

Is there a calendar of events?
Have the frequency of meetings been communicated to all participants?
Is the meeting time appropriate for participants?
Have the participants been allowed to determine meeting(s) schedule(s)?
Have adequate time blocks been set aside for information and decision-making? (Over two and one-half hours for small groups.)
Have deadlines for task achievement been set?

2. Answer the following questions:

- when and where was the meeting held?
- what were the main subjects discussed?
- what were the main points of each subject?
- on what points was there agreement?
- were there ideas or policies that were considered to be good or bad?
- on what points was there disagreement?
- what was the disagreement about?
- what priorities were established?
- what future goals or actions were agreed upon?

3. Check with the meeting chairperson before you type up the final draft of the minutes to see if any points should be added or modified.

REGISTRATION LIST

District Name & Number _____

School _____ Date _____

Liaison Person _____

Teacher Name	Home Address	Home Phone

(over)

SITCC Form No. 19

INSTRUCTIONS FOR COMPLETING THE REGISTRATION SHEET

1. Fill in the I.D. numbers in advance as follows:

   - The I.D. numbers are hyphenated. The number after the hyphen signifies the school district. The number before the hyphen indicates the school and the teacher.

   - The number after the hyphen should contain three digits. The number in the 100's place identifies the school. The other digits identify the teacher.

   EXAMPLE:

   136 - 151

   Albion El. School — Cassia County School District

   Mary Driscoll (36th teacher on the registration list)

(back of Form 19)

INSTRUCTIONS FOR COMPLETING THE REGISTRATION SHEET

1. Fill in the I.D. numbers in advance as follows:

   - The I.D. numbers are hyphenated. The number after the hyphen signifies the school district. The number before the hyphen indicates the school and the teacher.

   - The number after the hyphen should contain three digits. The number in the 100's place identifies the school. The other digits identify the teacher.

   EXAMPLE:

   Albion El. School $\frac{136}{\text{teacher}} - \frac{151}{\text{district}}$ Cassia County School District

   Mary Driscoll (36th teacher on the registration list)

SKILLS

ATTITUDES

KNOWLEDGE

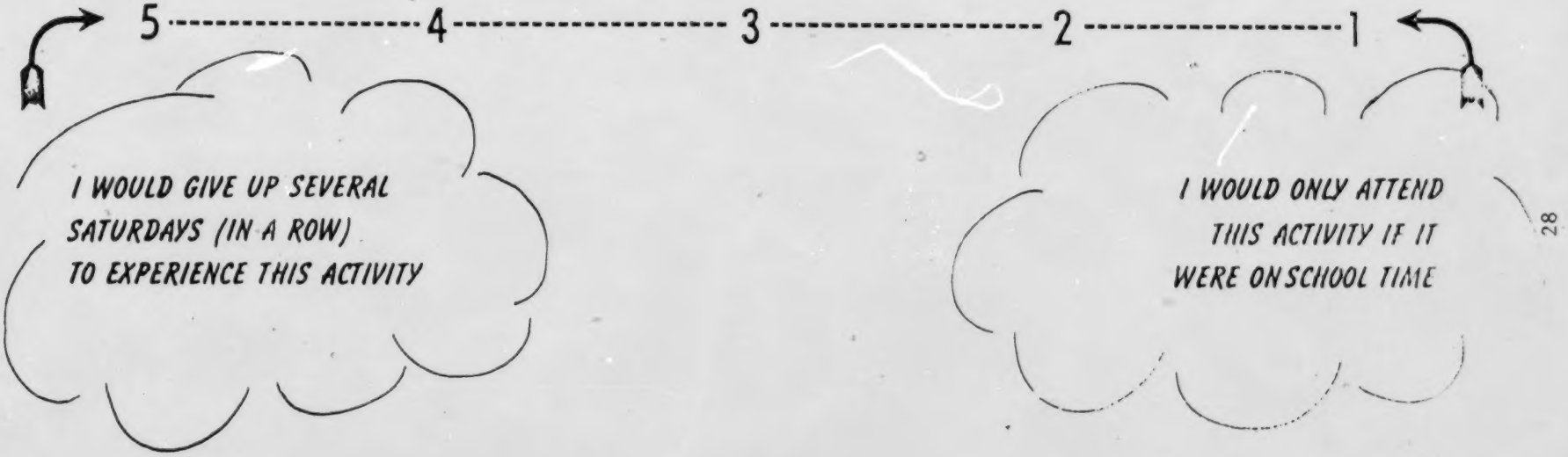
40 PROFESSIONAL DEVELOPMENT IDEAS

1. Consumer education
2. Drug education
3. Language arts
4. Physical education
5. Reading instruction
6. Vocational education
7. Career education
8. Communication skills
9. Self concept
10. Values education
11. Discipline
12. Early childhood education
13. Gifted
14. Hearing impaired
15. Individualized instruction
16. Speech impaired
17. Visually impaired
18. Mathematics
19. Science
20. Social studies
21. The arts
22. Classroom management
23. Curriculum articulation and coordination
24. Teacher-prepared materials
25. New curriculum projects/kits/materials
26. Programmed instruction
27. Motivation
28. Diagnosing learning problems
29. Planning, organizing and implementing learning centers
30. Making supplementary learning aids from recycled or waste materials
31. Better utilizing basic text books
32. Questioning strategies
33. Effective two-way communication
34. Establishing goals in the classroom
35. Problem solving
36. Preparing substitute teachers
37. Stress management
38. Teaching study habits
39. Bi-lingual education
40. Mainstreaming PL 94-142
41. Professional Growth Plans

RATING SCALE

HIGH VALUE

LOW VALUE


5
4
3
2
1
I WOULD GIVE UP SEVERAL SATURDAYS (IN A ROW) TO EXPERIENCE THIS ACTIVITY
I WOULD ONLY ATTEND THIS ACTIVITY IF IT WERE ON SCHOOL TIME

28

35

36

VISUAL 7

INSERVICE DELIVERY OPTIONS

1. Demonstration lessons taught by other teachers
2. Visits to other programs
3. Videotaping and analysis of a teaching unit
4. Exchange of roles (counselor with librarian, etc.)
5. A teacher exchange program
6. Classroom observations
7. Extended faculty meetings
8. Organized field trips
9. Workshop
10. On-campus college course
11. On-site college course
12. Statewide conference
13. Professional group conference
14. Informal discussions with colleagues
15. a self-study program

What days and times would be best for workshops and/or ongoing courses?

__A__ Weekday afternoons after school

__B__ Weekday evenings

__C__ Saturdays

__D__ Summer

__E__ During school day, if appropriate

1E, 9E

2E

GROUP LEADER INSTRUCTIONS

The purpose of this activity is to eliminate duplicate needs statements without eliminating any individual's unique need so the result of the process is a rank ordered, list of discrete professional development needs for the group. Here's what to do:

1. Read aloud one of your cards -- just the item -- not the rating.

2. Ask the members of your group if anyone has a need statement exactly like yours.

(a.) If there is some question whether or not another's card is exactly like yours, a discussion should take place, and the final say lies with the other person who is comparing her card with yours. It may be that you both wish to re-write your need statement to more clearly articulate what you both have in mind; that is perfectly ok.

(b.) It is also perfectly alright for group members to write new cards for themsleves when they are stimulated to do so by the group discussion.

3. Collect any cards that are exactly like yours, and bind them together with one of the rubber bands. Then, place the pack to one side. If there are no duplicates, place your card to one side.

4. Read another one of your cards, and follow the same process until you run out of cards.

5. Ask the person to your right or left to read his/her cards as you have done. Continue the process until he/she runs out of cards. All cards and packs of cards should be given to you.

6. When the second person runs out of cards, continue the process around the group until everyone is out of cards.

District:_____ Date:_____

School:_____

Liaison Person:_____

PROFESSIONAL DEVELOPMENT PRIORITIES TABULATION SHEET (WHITE CARDS)

ITEMS	SCORE	RANK
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

District: Cassia 151 Date: 3/21/80

School: Albion Elem.

Liaison Person: Shirley Mark

PROFESSIONAL DEVELOPMENT PRIORITIES TABULATION SHEET (WHITE CARDS)

ITEMS	SCORE	RANK
Art for intermediate grds.	24	2
Career education	11	4
Reading	21	3
Phonics + spelling	11	4
Questioning strategies	21	3
Discipline	30	1

SAMPLE FORM 22

SITCC Form #22

INSTRUCTIONS FOR TABULATING PRIORITIES (WHITE CARDS)

I. Take any group of cards bound with a rubber band.

II. Add the value ratings, for example: 3 cards on reading in the content area of social studies might have the following value ratings: 4,4, & 5. Their total value is 13.

III. On the sheet provided, (Form 22) enter the item description, e.g., reading in the content area of social studies, and enter the value rating, e.g., 13.

IV. Continue this until all groups of cards and all single cards (cards for which there were no duplicates) are entered.

V. Finally, find the item with the highest score and label it with the rank number 1. Items having like scores receive the same ranking, e.g.:

	Score	Rank
4th grade math	16	2
Phonics	16	2
Individualizing techniques	11	3
Self-concept for kids	21	1

VI. Deliver tabulation sheet and all cards to your liaison teacher.

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SITCC Form #23

RESOURCE CARD

136 - 151

Elizabeth Ostler
Jefferson El.

great for math learning Centers!

VISUAL 4

Instructions for the Resource Assessment

1. Consider the inservice needs that you have just articulated on the white 3" x 5" cards.

2. Ask yourself who you know that might be a resource person for any of those articulated needs. Consider:

   a. People in your building
   b. People in your school district
   c. People in your community
   d. People in the state

3. Write the name of any resource persons you think of -- one per yellow card -- on the cards provided. Also indicate how one might contact the resource person (school, organization, phone, address, etc.). Most importantly, indicate how this person can be a resource; e.g., "Makes great learning centers".

4. Place your identification number in the upper right-hand corner of each card.

5. Give your cards to your group leader or to your liaison teacher when he/she calls for them.

PDPP RECAPITULATION

School_____

Inservice category or title:_____

CLIENT I.D. #	DELIVERY CATEGORIES	Professional group conference	Demonstration lessons	Visits to other programs	Video taping and analysis	Exchange of roles	Teacher exchange program	Statewide conference	Classroom observations	Extended faculty meetings	Organized field trips	On-campus college course	On-site college course	Informal discussions	self-study program	Workshop	Weekday afternoons after school	Weekday evenings	Saturdays	Summer	During school day

Oakley High School

Need	Rank
Literature, adolescent	2
Relevant projects for assignments	4
Secondary Ed. Admin. Requirements	3
Teacher institutes, district controlled	1
Video recorder to copy TV shows	1

Raft River High School

Art	6
Business vocational	5
Diagnosing Learning Problems	5
Finance, Educational	4
Free resource materials	4
Motivation	1
Reading, secondary	6
Science lab	5
Small motors and appliance	3
Spanish	2
Study habits	6
Track	5

SAMPLE REPORT PAGE FOR A DISTRICT

Albion Elementary

Art for intermediate grades	2
Career education	4
Discipline (class management)	1
Phonics and spelling (reading)	4
Questioning strategies	3
Reading	3

Declo Elementary

Arts projects	14
Arts, The	7
Basic texts, better utilization of	8
Bilingual Ed.	9
Career Ed.	14
Classroom management	8
Communication skills	12
Composition	14
Discipline	11
Drug Education	14
Effective 2-way communication	13
Creativity (art-writing)	12
Gifted	11
Goals in classroom	9
Individualized instruction	1
Language arts	5
Learning centers	3
Mainstreaming	10
Motivation	9
Music	11
Physical education	4
Materials, teacher prepared	7

District

Need	Rank
Art	23
Art, elementary	14
Art, intermediate grades	42
Art Projects	15
Arts, The	20
Arts and Crafts	42
Behavior Modification	28
Bi-lingual Education	27
Bulletin Board Ideas	31
Business, Vocational	44
Cardboard Furniture Construction	36
Cardio-pulmonary resuscitation	42
Career Education	26
Career Development	32
Classroom Management	7
Communication Skills	11
Composition	31
Using Community Resource People	46
Conferences with Department Members	31
Constructing Learning Materials from re-cycled waste	40
Consumer Education	36
Creativity	44
Creative Writing	42
Curriculum	39
Curriculum Articulation	45
Curriculum Projects, New	36
Dance	41
Diagnosing Learning Problems	4
Diagnostic Reading	42
Discipline	1
Drug Abuse Education	26
Early Childhood Education	29
Use of token economy	43
Energy Conservation	39
English, Driek Zirinsky	37
Finance, Education	43
First Aid	40
Following Directions	43
Free Resource Materials	43
Games, Simulation	38
Gearing Down Materials	43
Gifted	9
Goals in the Classroom	35
Government	44
Graduate Classes	18
Health Education	41
Hearing Impaired	45
Idaho History	41
Home Economics	44
Homework Ideas	35
Individualized Instruction	10
Interest Centers	20

SAMPLE REPORT PAGE — SAME DISTRICT

Appendix A

The following are some excerpts from the "Project Evaluation Report" conducted by Idaho State University College of Education, Bureau of Educational Research and Services. They testify to the wide range of change influence inherent in the Professional Development Priorities Process as well as to the efficienty and effectiveness of the process.

"...the Center's information seemed to conform more closely to the reality of the situation than did the information provided from the initial (local district paper survey) assessment."

"It is easy to observe...that the overall process (PDPP) seeks collaboration among the roles involved: normalization of interface of special interest groups, vis a vis, board of trustees to teachers -- IHE to LEA -- administration to teachers, around inservice issues; and a hope for standard of inservice education agreed upon by all parties."

"The SITCC participants...are to be congratulated for the existence of the PDPP. It is hoped this heart of the SITCC process remains more than an historical artifact of the SITCC effort.

Appendix B

CONTINUING EDUCATION
Idaho State University
Campus Box 8062
Pocatello, Idaho 83209
208/236-3153

October 25, 1979

Bedford D. Boston
Director
Southeast Idaho Teacher Center Consortium
1300 Kimberly Road
Twin Falls, ID 83301

Dear Dr. Boston:

Please consider this letter as a formal request for permission to use your recently developed Professional Development Program needs assessment method.

I understand it is copywrited, and we would be happy to make note that it is your design on any application we would make of your instrument.

We have interest in using the method in a variety of ways, to make needs assessments for the various aspects of our Continuing Education program here in eastern Idaho.

I look forward to receiving your approval of our using the PDP method.

Sincerely,

Jack Mauch

Dr. Jack Mauch
Dean

JM/ls

Footnotes

1. Comprehensive Development Process, Educational Improvement Center of Northwest New Jersey, Cedar Knolls, N.J., 1975.